

Hope for Children and Families

Working with Parents: Targeting abusive and neglectful parenting

Positive Parenting Module

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Aims:

Provide a brief overview of the Positive Parenting section of the Hope for Children and Families Resource Pack including:

- Summary of content of modules
- Underpinning theory
- Examples of resources available

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Library of Modules

Working with parents: Targeting abusive and neglectful parenting

- Identify and understand children's physical and emotional needs
- Coping with stress linked with abusive parenting
- Coping with negative perceptions of their children
- Promoting attachment, responsiveness: Younger children
- Promoting attachment, responsiveness: Older children
- Promoting development - early and later
- Ensuring safety and preventing harm
- Providing good quality basic care
- **Positive parenting: managing difficult behaviour**
- **Praise**
- **Attention and ignoring**
- **Giving effective instructions**
- **Rewards**
- **Shaping challenging behaviour**

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Module	Sub-topics
7.0 Positive parenting: managing difficult behaviour	7.1 Positive parenting: managing difficult behaviour
7.1 Positive parenting: managing difficult behaviour	<ul style="list-style-type: none"> • Discussing the current behaviour of a child or young person • Behaviour rating scales • Four factors • Strengths and Difficulties Questionnaires (see Cox and Burtovim (2000); www.sdainfo.com)
7.2 Praise	7.2 Praise
7.3 The use of attention and ignoring	<ul style="list-style-type: none"> • Behaviour rating scale • Observations of parent-child responses • Praise
7.4 Giving effective instructions	7.3 The use of attention and ignoring
7.5 Rewards	<ul style="list-style-type: none"> • Behaviour rating scale • Practitioner's observation record • Active ignoring

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Overview of Module: Positive parenting

<p>Understanding difficult behaviour</p> <ul style="list-style-type: none"> ▪ Understanding causes, contributory factors ▪ Links with family, parenting situational context ▪ Importance of consistency ▪ Understanding ABC of behaviour <p>Praise and positive attention</p> <ul style="list-style-type: none"> ▪ Value of praise in changing behaviour and relationships ▪ Using praise meaningfully <p>Attention and active ignoring</p> <ul style="list-style-type: none"> ▪ Power of attention in increasing behaviour and decreasing misbehaviour 	<p>Giving effective instructions</p> <ul style="list-style-type: none"> ▪ Value of giving effective requests/ commands ▪ Practice <p>Rewards</p> <ul style="list-style-type: none"> ▪ Value of rewards ▪ Practice <p>Shaping challenging behaviour</p> <ul style="list-style-type: none"> ▪ Reward systems ▪ Consequences and sanctions ▪ Time out ▪ Other approaches
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Underpinning Theory

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Key Theory, Knowledge and Research Underpinning Parenting Modules

- Behavioural theory
- Social learning theory
 - Idea that we can learn by watching others, how they behave and consequences
 - How we behave in a social and relational context
 - Coercion theory – how negative patterns in families affect behaviour
 - Evidence based parenting programmes (e.g. IV, Triple P) – very strong evidence of effectiveness but not effective on own for quarter to one third of parents*

*Scott S and Dadds M (2009) "Practitioner Review: when parent training doesn't work: theory-driven clinical strategies", The Journal of Child Psychology and Psychiatry, 50, 12, 1441-1450.

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Key Theory, Knowledge and Research Underpinning Parenting Modules

Additional evidence based theories contributing to modules

- Attachment theory
- Family systems theory
- Attribution theory
- Child and adolescent development

Neurobiology or brain science


- Growing area affecting all the areas listed above

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Setting the context

Key questions for practitioners:

- What are the 3 key issues for you in regard to working with families on their parenting?
- What parenting programmes and/or interventions do you currently use?
- What resources do you use?



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Structure of the modules

- Practitioner briefing
- Content and materials by type
- Guidance notes for practitioners
- Suggested scripts
- Activities
- Practice/role plays and coaching
- Handouts for parents
- Worksheets

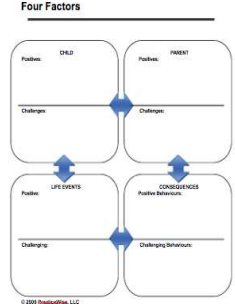
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Sample Modules

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Understanding the Causes of Difficult Behaviour: FOUR FACTORS

- Child characteristics**
 - Temperament
 - Attachment patterns
 - Physical development
- Capacity of Parents**
 - Personality
 - Parenting style
- The Consequences**
 - Conflict cycles
- Life Events**



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Library of Modules

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Sample Modules: ABC of Behaviour

Identifying the whole picture using behavioural analysis

- To improve or change difficult behaviour its helpful try to understand what might be driving the behaviour and how what happened afterwards may be helping that behaviour to be maintained.
- Important to gain clear understanding of behaviour before designing interventions/solutions

The ABC of behaviour

- A** is for Antecedents – what was happening before the behaviour occurred?
- B** is for Behaviour – what did you notice happening?
- C** is for consequences – what happened afterwards?

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Praise and positive attention

The module considers:

- the value of praise, the concept that behaviour (positive or negative) is increased through attention and that praise is a tool which increases behaviours which are most desired
- how to improve the value of praise
- noting positive behaviour and introducing praise
- praising independent play and providing practice assignments.
- Tips for parents

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Attention and Ignoring:

Why might we want to encourage parents to ignore their children's behaviour?

The attention rule

- Behaviours can be lessened in strength or frequency by ignoring them. If children continue to engage in behaviour but receive no reinforcement or attention the behaviour will begin to decrease
- "What you pay attention to you see more of"

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Giving Effective Instructions

This module considers:

- the value of giving effective instructions to children
- the risk of ineffective instructions leading to a cycle of conflict
- opportunities to practise
- Tips for parents

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Rewards

Discussion:

- What types of rewards are there?
- What do parents think rewards are?
- What do young people think a reward is?

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Rewards - Example script

Address parents' concerns

Many parents tell us they are worried that if they reward something that children have previously done without rewards it means that they will always want rewards.

Is that a worry you have?

Many parents find that if they get the reward right, more rapid behavioural improvement occurs than when they use praise alone.

There are different kinds of rewards:

- Tangible rewards – for example money, sweets, comics
- Social rewards – for example smiles, hugs, praise
- Self-reinforcers – when we learn to feel proud or pleased with ourselves

Social rewards should always be given alongside tangible rewards as this helps children feel good about what they have earned and longer term the good feelings act as a reward in themselves.

Does this make sense to you? Have you an example from your own life?

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Shaping challenging behaviour

- Some behaviours parents find particularly stressful because they may:
 - touch on events in their own lives or history
 - be embarrassing, upsetting or hurtful
 - be worrying because they could be dangerous to the child or young person or to other people
- The same principles apply to shaping challenging behaviours but some might need more support from family or professionals.

Possible approaches include:

- points systems or contracts for older children
- using logical consequences, sanctions and time out
- using the ABC of Behaviour and finding a replacement behaviour that can then be rewarded.

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Shaping Challenging Behaviour – techniques 1


Find a replacement behaviour

- Turn negative behaviour on its head and find a positive replacement behaviour that can be rewarded and reinforced.
- Name the behaviour that you want to see instead not just the opposite of what you don't want.
- For example constantly arguing when asked to do something can be "doing what you're asked the first time"

Question:

What is the replacement behaviour for:

- slamming doors
- shouting about not wanting to go to bed
- stealing
- lying



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Shaping Challenging Behaviour – techniques 2

Using logical consequences

- Cannot "make" children and young people do things but can help them make good choices
 - "either agree which TV programme you're both going to watch or it will be turned off- its your choice"
 - Goal is to make it more rewarding to take choice parent suggests than otherwise
 - Wait for compliance – if comply, praise, if not follow through with consequence

When-then commands

- Helps child to make positive choices and has built in consequence "when you've finished your homework then you can go on the computer"

Tips for parents.....

Consequences and Sanctions

- Be consistent in what you do through the situation however often it happens. Children are not good at remembering the order of the rules and sanctions. It is important to go back to the beginning if you do not do this.
- Be specific about what you are doing. "You are going to bed" is not good. "You are going to bed now" is better.
- Be clear about the consequences of what you are doing. "If you do not go to bed now you will not be allowed to watch TV tomorrow."
- Be clear about the rewards of what you are doing. "If you go to bed now you will be allowed to watch TV tomorrow."
- When you do not do what you are asked to do, then you will not be allowed to watch TV tomorrow. This is not a punishment. It is a consequence. It is not a reward. It is a consequence. It is not a punishment. It is a consequence.
- When you do what you are asked to do, then you will be allowed to watch TV tomorrow. This is a reward. It is not a punishment. It is a consequence. It is not a reward. It is a consequence.

Remember!

- Sanctions should only be used when necessary. Use them sparingly. Use them only when you are sure that the child will not do what you are asking them to do.
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Time Out

- Method of discipline that involves the removal of positive attention for a short period of time
 - Provide a break from interaction which is negative and damaging for up to 10 minutes, at which stage positive attention should be returned to the child.
 - Offers the opportunity for both parent and child to calm down and re-regulate emotions.
 - Gives parents a technique that allows them to feel in control, respects the child and is preferable shouting, screaming or hitting.
- If children have been neglected, rejected or scape-goated time out can feel like another rejection.
 - To be used sensitively
 - Children should also be of an age or developmental stage to understand the procedure and is best used with those aged around 4 and above.

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Time Out – cont.

Parents may also have been using something they call time out such as sending their child up to their bedroom or ignoring them for an extended period.

It's important to go through what time out is and is not and determine whether parents are in a position to use the procedure correctly.

Help for Parents

Time Out

What is Time Out?

"Time out" is the removal of attention from children, usually, and usually. They are in a room to help stop some of the bad behaviour. It is not a punishment. It is not a reward. It is a consequence. It is not a punishment. It is a consequence.

Use Time Out for these kinds of behaviour:

- Whining, nagging or pouting
- Tearing or making things
- Being mean or nasty to people
- Disobeying an instruction
- Disobeying a request
- Not listening
- Doing dangerous things
- Threatening others
- Using language
- Using language
- Using language

Don't use Time Out for these kinds of behaviour:

- Whining, nagging or pouting
- Tearing or making things
- Being mean or nasty to people
- Disobeying an instruction
- Disobeying a request
- Not listening
- Doing dangerous things
- Threatening others
- Using language
- Using language
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Help for Parents - Time Out © 2008 PracticaWise, LLC

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And finally....

Ideas we hope you'll take away from today

- ✦ Not just a set of evidence based resources to dip into but a systematic guide for practitioners
- ✦ Provides framework for analysis and planning of interventions
- ✦ Helps with prioritisation
- ✦ Provides evidence for ability to change or not and help to map out small changes especially if combined with standardised measures
- ✦ Avoids drift
- ✦ Suitable for experienced and less experienced practitioners in a wide variety of contexts
- ✦ As with any new way of working requires managerial commitment, support and supervision to implement successfully and maximise impact